

## THE IMPLEMENTATION OF MAP-DRAWING AS A MEDIA TO TEACH LISTENING SKILL OF RECOUNT TEXTS TO THE TENTH GRADERS IN MA. ROUDLOTUL BANAT SIDOARJO

### THE IMPLEMENTATION OF MAP-DRAWING AS A MEDIA TO TEACH LISTENING SKILL OF RECOUNT TEXTS TO THE TENTH GRADERS IN MA. ROUDLOTUL BANAT SIDOARJO

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#### Abstract

This study deals with the implementation of map-drawing to teach listening skill to the tenth graders. Based on the curriculum of 2013, listening of recount text is re-taught in the tenth grade. Here, the teacher is supposed to conduct listening activity of recount texts in this grade. However, the implementation of listening is sometimes neglected by some teachers. Besides, the students show a little interest in listening activity because of the task was boring. Furthermore, some students get difficulty gaining the information of the listening audio/task because they are busy with their long notes. As the result, they get a very little information, and they cannot do the task perfectly. This problem can be overcome by bringing a media, which is map-drawing. It is a media which presents incomplete map with pictures. The students' job is to draw the lines from one place to others and put the numbers of the pictures which represent the story. In this study, the writer would like to describe the implementation of map-drawing as a media to teach listening skill of recount texts and students' attitudes toward the implementation of this media. This study used descriptive qualitative design. The subjects chosen were the students of the tenth grade of MIA/IPA of MA. Roudlotul Banat. The observations were conducted twice. The writer used observation checklists and questionnaire to gain the data of the map-drawing implementation and students' attitudes. The data of observation checklists were taken when the teaching-learning was conducted, and the questionnaires were given to the students after the program. From the results, the writer concluded that map-drawing could help the student do the listening activities of recount texts, because it released the students' burdens while having listening practice by providing pictures and numbers. Besides the pictures and numbers could interest the students, so that they could do the task better. Moreover, the students also gave positive attitudes towards the implementation of map-drawing. It could be seen from the students' ability in answering the teacher's questions both orally and written.

**Key Words:** *Listening, Media, Map-drawing.*

#### Abstrak

Penelitian ini berhubungan dengan penerapan media map-drawing dalam pengajaran listening recount teks untuk kelas x. Berdasarkan kurikulum 2013, mendengar teks recount kembali diajarkan pada kelas x. Disini, guru diharapkan untuk menerapkan latihan mendengar teks recount pada level ini. Tetapi kenyataannya praktik mendengar sering sekali diabaikan oleh guru karena latihan mendengar kurang dianggap penting. Disamping itu, siswa terkadang merasa bosan dengan pelajaran listening yang terkesan kurang menarik. Siswa juga sering kesulitan dalam menangkap informasi yang terkandung dalam audio atau teks yang dibacakan. Hal ini disebabkan karena kebanyakan siswa terlalu sibuk menulis semua apa yang mereka dengar yang pada akhirnya mereka kehilangan informasi yang seharusnya mereka dapat, dan mereka tidak dapat mengerjakan soal mendengar dengan baik. Akan tetapi masalah ini dapat ditangani dengan menggunakan media map-drawing. Map-drawing sendiri berupa map yang berisi gambar. Tugas siswa disini adalah menggambar garis dari satu tempat ke tempat lain dan menomori lingkaran yang tersedia dengan angka pada gambar sesuai dengan cerita. Dalam penelitian ini, penulis akan menggambarkan penerapan media map-drawing dalam mendengar teks recount untuk kelas X. Disamping itu, penulis juga akan mendeskripsikan hasil dari sikap siswa terhadap penerapan media ini. Penelitian ini menggunakan metode deskripsi kualitatif. Subjek yang dipilih untuk penelitian ini adalah siswa-siswa kelas X MIA di MA. Roudlotul Banat. Penelitian dilaksanakan selama dua kali. Disamping itu, penulis menggunakan observasi ceklis dan kuesioner untuk mendapatkan data penerapan media map-drawing dan sikap siswa. Data dari observasi ceklis diambil ketika proses belajar-mengajar berlangsung, dan kuesioner dibagikan setelah proses belajar-mengajar. Dari hasil penelitian ini,

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penulis menyimpulkan bahwa map-drawing dapat membantu siswa dalam mengerjakan tugas mendengar teks recount, karena media ini dapat melepaskan sedikit beban pada siswa karena map-drawing berisi gambar dan angka. Gambar dan angka juga dapat membantu siswa tertarik terhadap praktik mendengar sehingga mereka dapat mengerjakannya dengan baik. Disamping itu, siswa juga menunjukkan sikap yang positif terhadap penerapan map-drawing. Hal ini dapat dilihat dari kemampuan siswa dalam menjawab pertanyaan guru secara lisan dan tertulis.

Kata Kunci: *Mendengar, Media, Map-drawing.*

## INTRODUCTION

Curriculum of 2013 rules that the language is taught integrately. It means teacher should not only teach one skill in the meeting, but two or more skills can be taught in the same time. It purposes to make students understand the language, and then they can communicate in both written and oral form. Moreover, before communicating the language (writing or speaking), the students need to pass the process of getting information by reading or listening. In this study, the writer focuses on the listening activity. Harmer states that listening is as a receptive skill, which the meaning is got through discourse extraction (Harmer, 2007). Winitz (1981) in Harmer (2009) also states that listening is important and it takes a very big role in communication.

Listening to recount text is given in the tenth grade. It is clearly stated in KD 4.14, "Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa". The students are expected to get oral information which is contained in the audio.

However, Field (2009) says that listening practice is usually underestimated and considered as less interesting by the teacher. This statement is supported by Richard and Renandya (2002) who state that listening practice sometimes is ignored or neglected by the teacher because of the wrong opinion about the listening practice itself. It is considered as an easy skill which does not need much time to practice. Listening practice is expected to be done naturally and does not need to be taught in the class (Richard and Renandya, 2002: 235). In fact, it often becomes the barrier for the students in all kinds of levels, including in the tenth grade. Abbot states that remembering the materials using foreign language, such as English, is much more difficult (Douglas, 1981). It also happens since they were not accustomed with the practice of listening.

Furthermore, once it is conducted in a class, it is presented less interestingly. The tenth graders are included in to young adult, who sometimes still need pictures or images in their worksheets. Nevertheless, in fact, they just find the letters in the whole worksheets. It surely will decrease students' interest in listening activity. Margolin states that the students will not learn much when they do not actively participate in the activity. As the result, they do not even give any attention to the audio, and miss the information.

Another problem was inability of the students in making notes. Most students tend to write the whole monologue/dialogue rather than only pick some points of the audio. The result was they did not get the purpose of the task, since they get busy with their long notes.

Douglas has commented this phenomenon in his book, he states that many students still need to be guided in making notes while having a listening practice (Douglas, 1981). It shows that the ability of taking notes of the students while listening is very poor.

From the problems stated above, the writer tends to use a media to teach listening skill of recount text to the tenth graders. It is taken from information transfer. The basic rule of it is to change verbal language to be non-verbal, and non-verbal to verbal. The media purposed is called 'Map-Drawing'. It will surely help students to be interested more in the material they are taking, and overcome their inability of taking notes by transferring the verbal information coming from audio to the map by drawing the line (following the plot). Besides, the students are instructed to understand the audio and number the blank hole provided with the number of the pictures.

By writing this thesis, the writer hopes the students will be attracted more in listening practice by using this media, and they can undergo their barrier in making notes while listening by doing a very simple thing.

Based on the background of the study above, the research questions are:

1. How is the implementation of Map-drawing as media to teach the Listening Skill of recount texts to the tenth graders?
2. How are the students' attitudes toward the implementation of map-drawing to teach listening skill of recount texts to the tenth graders?

## RESEARCH METHOD

This research used descriptive qualitative, because it focused on the implementation of Map-drawing. the definition of qualitative research according to is a research which focuses on the experience reports which uses words or description (Hancock et al, 2007). According to Merriam (1998:8) this kind of research used mostly words and pictures rather than numbers to deliver what the researcher already found. Therefore, the purpose of this study was to describe the data of the implementation of certain media in the classroom.

The writer focused on how map drawing was implemented in the classroom of the tenth grade for teaching listening of recount text. Besides, the writer also found out how the students feelings, opinions, and behavior when the media was implemented in the class.

The subject of this study was the tenth graders in MA. Roudlotul Banat at Sidoarjo. The subject was specified of the tenth graders of IPA, which consisted of twenty students. The consideration of choosing this



subject was the curriculum of k-13 which repeats the teaching of recount text in this level. Besides, the writer also considered their English ability that students have was in the average level. They often got difficulty doing listening activities. As a result, the listening tests were usually not fulfilled perfectly. Therefore, the writer here wanted to bring a media to interest and help them in doing listening activity better.

In this study, the main instrument to collect the data was the writer herself. It was supported by Merriam's opinion (1998:7). She states that in this kind of research, the researcher is the main instrument for data collection and analysis. Besides, to conduct this research, the researcher also used some other instruments, observation checklist and questionnaire.

Observation checklists are lists of the teacher's and students' behaviors when the teaching and learning process which are observed (Ary, 2010). This kind of instrument was used to answer the first research question. It gained the information of the teacher's, students' activities and the materials used in implementing map-drawing as the media.

While, Babbie (2010) states that questionnaire is documents or papers which contains some questions to gain data or information. This instrument was used to answer the second research question. The researcher used the data from the questionnaire to find out the students' attitudes toward the implementation of Map-drawing as media.

In creating the questionnaire, the writer classified the questions into some components of attitude. According to Rosenberg and Hovland (1960), attitudes has three components, they are cognitive, affective, and conative. Cognitive component is related to the students' thought. While affective component is related to the students' feeling. And the last, conative component is related to the students' behavior. Each component is developed into some questions in the questionnaire.

The data used in this study are the result of the observation checklist and the result of the questionnaire. In the observing process, the writer filled the observation checklist, while questionnaires are distributed after the program. After the data have been collected, the results of the observation checklist are described in words, and the results of the questionnaire are calculated in percentage then described in words, too.

Besides, the writer also analyzed the data through some stages which were stated by Ari (2006). They were familiarizing and organizing, coding and reducing, and interpreting and representing. In the stages of familiarizing an organizing, the writer firstly analyzed the data of the observations checklists and questionnaires which were taken from the observations by reading it and understanding it. Then, the writer organized and classified the data. In the next stages, the data were classified in to some categories to find the similarities and the differences of the data, then they were concentrated to get the data which were needed to answer the first and second research questions. And finally, the data were interpreted and represented in words.

## RESULT OF THE STUDY

The writer did the observation at the tenth graders of IPA in MA. Roudlotul Banat Sidoarjo. It was conducted on 20 February to 2 March 2015. The writer conducted two meetings. The first and second meetings produced the description of the implementation of Map-Drawing and the students' task.

## THE IMPLEMENTATION OF MAP-DRAWING

In this part, the writer would answer the first research question, which was about how Map-Drawing was implemented in the classroom of the tenth grade in MA.Roudlotul Banat in Sidoarjo. The Implementation of this activity was conducted based on the new curriculum, 2013 curriculum. This part also connected the implementation of the map-drawing with the theories which were related.

Based on Underwood's statement (1989) which said that the program/activity was begun with pre-listening. The writer found out that the implementation was started with greeting, then continued with a brainstorming in the first and the second meeting. At the next activity, the teacher continued with distributing the task. In this activity, the students were doing observing, which was the first stage of the sequences in 2013 curriculum. Besides, as Rost's theory (2002) of the stages of the listening activity, one of the stages the listeners supposed to do was predicting. In this listening activity, they also did prediction to what kind of story they were going to get was. They might infer something on their mind about the task. After that, they then did such a questioning session about the task with the teacher. Some of the students could not recognize some picture in the map-drawing. The teacher explained them to the students briefly. This kind of activity was the next step of the teaching-learning process scientific approach used in 2013 curriculum, which was questioning stage. Afterwards, other activities were also following the sequences until the end of the program.

The tasks were map-drawings. The first map drawing entitled 'The Exploration of the Weekday Islands' and the second map-drawing was 'The Experience in the Forest'. These media contained images or pictures. And the students' job was to draw the line and number blank circles with appropriate numbers of the pictures which represented the activity or the things the actors did or met in each place. As Nation's theory (2002), map-drawing, which is as the media of information transfer, made students transfer the verbal speech both from the audio or the teacher's reading to lines and numbers. In the first listening activity, the students were not facilitated by a loudspeaker. This untapped material was provided by the teacher himself. She was reading the story for the students. It aimed to let the students to do little interruption while the teacher was speaking with certain reason. As Harmer (2007) says that untapped material or life-listening was used to give the students chance to do such an interruption while the

teacher was telling a story too fast or too slow. Meanwhile, the second meeting of the listening task given, the teacher provided an audio. It aimed to introduce them to such a different voice and situation than they usually heard or got. Harmer (2007) states that the tapped material (recording) introduces the students varieties of the different voices from their teacher's voice. In other words, how the teacher gives them the audio materials of the listening task depended on the teacher, she could give either audio recording or she just did a story telling. The audio material was just kinds of varieties.

Beside the map-drawing, the students were also given additional questions. The additional questions consisted of five questions. They were purposed to dig more information which might not contain in map-drawing.

After having listening activity, the students were instructed to work in pairs to make their task complete by doing pair discussion and sharing. In this activity, the teacher wanted them to know what parts they knew and did not know. As Rost (2002), said that listeners should do monitoring, which means they should understand what they understand and what they do not. In this case, after the teacher had played the recording/reading twice, she asked the students to do a discussion with their pairs to crosscheck their answers. They were supposed to complete their answers that they missed in the listening part.

After the listening part was over, the teacher invited a volunteer to go forward and retell a summary of the story they were listening to. She told them that she was going to give point to those who wanted to be a volunteer to present the results. One female student was chosen as a lucky one who retold the story by using the map-drawing as a helper. Nation (2009) said that this media which also helped the students to produce another activity, which was speaking. The volunteer, here, presented the story in her style, in other words, she was paraphrasing it. She was speaking based on the completed/answered map-drawing. It facilitated her to retell the story.

The way how the teacher implemented map-drawing in the classroom for listening activity showed that she wanted to give such a relax atmosphere to the students. She gave a fun task which contained some pictures that might relax their brain. Besides, the implementation of map-drawing could also help the students to practice another activity, i.e. speaking. The teacher motivated them to speak when they discussed the answers to the task together. Furthermore, she also made a student to retell the story based on the completed map-drawing they brought.

### STUDENTS' ATTITUDES

According to the students' opinion, the teacher's teaching was running successfully. She did not dominate the teaching and learning activities in class. In other words, the teacher always invited the students to do asking-answering questions and discussing. She made the students actively involved in class. Besides, they also

thought that the materials used were easy to understand. The audio used in the listening section was clear. And the map-drawings used by the teacher were helpful.

The second aspect concerned with the students' feeling. The students felt comfortable and secured because they understood the materials which were given by the teacher. As well, they were also interested in both the materials and the media which the teacher gave. As Abbott (1981) says that it is easier to remember the pictures instead of the words. Here, the media, which was map-drawing, contained pictures that could attract and help the students do the task better.

The last aspect was related to the students' behavior when the media was implemented. As a result of the questionnaire, the writer found that the students could answer the questions which were given by the teacher. It showed that they had done the task by using map-drawing correctly.

So the writer concluded that map-drawing was successfully implemented in the tenth grade of IPA in MA. Roudlotul Banat Sepanjang, Sidoarjo. It was considered as a helpful media which could help the students to do the listening tasks of recount texts.

### CONCLUSION

Based on the results of the observation done on march 2015 which were about the implementation of map-drawing as a media to teach listening skill of recount texts to the tenth graders in MA. Roudlotul Banat Sidoarjo, the writer had two conclusions. The conclusions were made according to the two aspects, which were about how the media was implemented, and how the students' attitudes toward it.

The teacher implemented map-drawing based on the stages of scientific approach in 2013 curriculum. The results said that the map-drawing could be well implemented in the tenth graders of MIA in MA Roudlotul Banat Sidoarjo. By so doing, the teacher could help the students do the listening tasks. Besides, it also motivated the teacher to be more creative in finding a new media for the students so that the class would run well.

The second conclusion was related to the students' attitudes. The attitudes of the students toward the implementation of map-drawing were satisfying. Map-drawing could give them positive thought about the teacher's teaching. It also made the students interested more in the teaching-learning activities. As well, map-drawing was considered as a helpful media because students are provided with pictures and numbers in the listening activity. Overall, the students had positive attitudes when map-drawing was implemented.

In this part, the writer would answer

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